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ABSTRACT

This bibliography of multicultural children's literature emphasizes a range of authentic voices, with respect for some realistic voices for African Americans, Asian Americans, Latina/o Americans, and Native Americans. The over 1,400 titles for younger and older children more than double the number of selections in the first edition. An introduction introduces the first and second editions of the book. The first section, African Americans, presents "Books by African Americans and Other Africans in Diaspora," "African American and Other African Diaspora Authors," "Books by Caribbean Writers and Illustrators in Diaspora," and "The Caribbean and Its People in Literature--Caribbean Writers." The second section, Asian Americans, presents "Books by Asian Americans" and Asians and a "List of Asian Americans and Other Asian Diaspora Authors with Writing in English." The third section, Latino Americans, presents "Books by Latinos about Latinos" and "Books by Writers/Artists of the Three Largest Latino Groups: Puerto Ricans, Mexican-Americans/Chicanos, and Cuban-Americans." The fourth section, Native Americans, presents "Books by Native Americans about Native Americans" and a "List of Native American Authors." The three appendixes present multiethnic/multicultural literature references and analyses, voices, and sources that sell multiethnic/multicultural books. (SM)

A Never Ending . . . Never Done . . .

**Bibliography of Multicultural
Literature for
Younger & Older Children**

Second Edition
1998

compiled by

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Introduction

to Second Edition
1998

This second edition retains an emphasis on a range of *authentic* voices with respect for some *realistic* voices for African Americans, Asians Americans, Latina/o Americans and Native Americans. Authentic voices, compare to diamonds in that they provide genuine perspectives from individuals who have the expertise, life experiences and group identity membership to provide genuine realism to the diverse text interpretations they create. Realistic voices compare to zircons in that they are the voices of keen observers who often provide brilliant presentations, but, nonetheless, such accounts are not authentic.

The over 1400 titles for younger and older children more than double the number of selections in the first edition. Since embarking on this project a number of years ago, I have engaged in many discussions, attended lectures and talks, and read much about authentic and realistic voices. Thus, the *diamond - authentic* and *zircon - realistic* distinction that I made in the introduction to the first edition, and at times elsewhere in my numerous lectures and talks (see Appendix B) remains ever so important as we continue this work of identifying voices in literature. Also, like the earlier edition, this one is an ongoing effort to respect the ethnic and cultural integrity of the authors and illustrators and any unintentional errors will be subject to correction in future editions.

Many relatively recent titles have been added and it has been a pleasure identifying them. Admittedly, some titles on this bibliography may be difficult to find for any number of reasons such as: only limited editions were available from a small independent publisher; a larger publisher's marketing strategies failed to yield the profit margin desired so publication of a work ceased; or local librarians and book store owners believed there wasn't a demand amongst their readership. As a consequence of limited availability, it is a challenge to find some selections and a reward to be able to read these literary treasures. It's ironic how often that both majority and minority group members, in spite of how schooled/educated they are, demonstrate personal amazement after reading or hearing works by authors who were omitted from their childhood, high school, and college canonical experiences. Maybe by discovering, uncovering or recovering a work of art that you didn't know existed, you will become a part of a movement that generates a demand for reprinting as well as copyright renewals of particular works for distribution to a wider and larger audience. The author lists which follow each of the **five** major bibliographical sections should also be helpful in identifying additional selections in your future.

My final introductory remarks to this second edition pertain to inquiries about literature which are often couched in award winning status commentaries. Although "winning selections" are certainly entitled to accolades, such recognition is merely the reflection of being recognized by a few and then catapulted publicly to the attention of many. Keep an open mind that for every award winner, there are probably other books that are as enriching to a readership. Some selections, for whatever the reasons, just don't appeal to a particular set of critics. As a reader, let the freedom of your own

independent thinking decide the worth of a book or story. Continue to experience and share those literature encounters which nurture the hearts, minds and dreams of younger and *older* children.

Toni S. Walters

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Introduction

to First Edition
1996

Compiling a bibliography for others is an idiosyncratic, yet, well meaning practice. Such is the case for this effort and here are the reasons.

1. This bibliography focuses on four major ethnic groups: African Americans, Asian Americans, Latino Americans and Native Americans.

This is done with the understanding that none of these groups are monolithic and each group has an infinite range of diversity. This bibliographical effort is respectful that the people within these groups have been inculcated with ethnic and cultural connections, as well as, with universal practices and patterns of behavior.

2. This bibliography emphasizes authentic and realistic voices.

Authentic voices are likened to diamonds because they provide genuine perspectives from individuals who have the expertise, life experiences and group identity membership to provide authentic realism to the words, tenets, accounts, and interpretations of the text they are creating. Within the parameters of authenticity there is diverse latitude of representative voices. Realistic voices are likened to zircons. They are voices of keen observers whose discourse may be excellent or superb; their discourse, whatever the genre may appear real, and in some cases they may give brilliant presentations which outshine authentic voices. Nonetheless, like a zircon, which looks and functions in many respects like a diamond, but is not a diamond, so are the cases of realistic accounts in both fiction and non fiction discourses. This resource presents authentic and realistic voices. The authentic works (authors and illustrators) are identified with an asterisk (*). Any errors noting authentic voices are unintentional and all attempts will be made to correct them in future editions.

Avoided in this compilation were the detached observers, the authors, whose discourse echoed a non-vested interest. Unlike authentic and realistic voices, detached observers tend to view certain people, events, and activities as remote objects of the discourse rather than subjects within the genre. Any one or a combination of the following human constraints: ignorance, naivete, supremacy conditioning or privileged status enables such voices to marginalize - impersonalize - minimize information about the people, events, settings, themes, differentness, and historical connectedness so integral to any discourse. Certainly, point of view is a basic literary element. However, too often, many people become comfortable getting their understanding of others, who are culturally and ethnically unlike themselves, from secondary sources. They read, listen, and use descriptions provided by those whose observations, at best, provide a remote point of view.

3. This bibliography supports a literary challenge that is never ending ... never done ...

The work of locating, creating, disseminating, and understanding multicultural / multiethnic literature is an ongoing process because such work cannot be definitive. This is how it must be, much to the chagrin of some and to the delight of others.

4. This bibliography transcends age groups.

It is easy to define young children as bigger than infants though not yet adolescents. It is also easy to define older children because no matter how old one becomes, he or she is always someone's child. Because there are so many aspects of literature written for children that capture the sensibilities of adults, and, because literature written for adults often contains gems of wisdom and vignettes about life to be treasured by children, this source is for younger and older children. Rather than judge mentally what is chronologically suitable for a specific audience, that decision is left to the individual (which in many cases will be a teacher, librarian, parent, or other significant person in a young child's life). Obviously, there are portions and selections in books which are generally written for adults that are not suitable for children. However, within those very same books there are often passages and stories which can delight the hearts, challenge one's own and other's thought, align the past, explain the present, and predict the future of both the young, the old, and those who are somewhere in between. It is the individual who must decide how to allow literature, such as the selections included here, to nurture the hearts, inform the minds, and ignite the dreams of younger and *older* children.

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Dr. Toni S. Walters is an Associate Professor of Reading and Language Arts at Oakland University's School of Education and Human Resources in Rochester, Michigan. She has spoken and written extensively on multicultural literacy and strategies for teaching reading.

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African Americans

*Books by African Americans and other Africans in Diaspora
Books about African Americans and Africans
2nd Edition -1998

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Aardema, Verna. (1977). *Who's in rabbit's house?* Illustrations by *Leo and Diane Dillon. New York: Dial.

Aardema, Verna. (1975). *Why mosquitoes buzz in people's ears*. Illustrations by *Leo and Diane Dillon. New York: Dial.

Abrahams, R. (1983). *African folktales: traditional stories of the Black world*. Maywood: The Peoples Publishing Group, Inc.

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Adler, David A. (1989). *A picture book of Martin Luther King, Jr.* Illustrated by Robert Casilla. New York: Holiday.

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Adler, David A. (1986). *Martin Luther King, Jr. : Free at last*. New York: Holiday House.

Adoff, Arnold. (1991). *In for Winter, out for spring*. Illustrations by *Jerry Pinkney. New York: Harcourt.

Adoff, Arnold. (1982). *All the colors of the race*. Illustrated by *John Steptoe. New York: Lothrop, Lee & Shepard.

Adoff, Arnold. (1981). *OUTside Inside Poems*. Illustrations by *John Steptoe. New York: Lothrop.

Albert, Burton. (1991). *Where does the trail lead?* Illustrations by *Brian Pinkney. New York: Simon & Schuster.

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Bushy, Margaret
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Caines, Jeanette
----- Campbell, Bebe Moore
Campbell, Barbara
Carew, Jan Rynveld - **Guyana**
Carrol, Rebecca
Carter, Martin W - **Guyana**
Carter, Sharon
Carter, Stephen L.
Cartey, Wilfred - **Trinidad**
Chase-Biboud, Barbara
Childress, Alice
Chocolate, Deborah
Clarke, Austin - **Barbados**
Clarke, John Henrik
Cleage, Pearl
Clifton, Lucille
Cole, Johnetta
Collier-Thomas, Bettye
Collymore, Frank - **Barbados**
Comer, James P.
Cooper, Floyd
Cooper, J. California
Cortez, Jayne
Cose, Ellis
Crews, Donald
Crews, Nina
Cummings, Pat
Curry, B. K.
Curtis, Christopher
Danticat, Edwidge - **Haiti**
Dathorne, Oscar Ronald - **Guyana**
Davis, Angela
Davis, Ossie
Dawes, Kwame
Dawes, Neville - **Jamaica**
de Boissiere, Ralph - **Trinidad**
D'Costa, Jean - **Jamaica**
Dee, Ruby
de Lisser, Herbert George - **Jamaica**

Delaney, Annie Elizabeth
Delaney, Sarah Louise
DeVeaux, Alexis
Douglas, Frederick
Dove, Rita
Draper, Sharon M.
DuBois, W.E.B.
Dunbar, Paul Lawrence
Edelman, Marian Wright
Ellison, Ralph
Evans, Mari
Feelings, Tom
Feelings-Johnson, Diane
Feelings, Muriel
Figuerola, John Joseph Maria - **Jamaica**
Flournoy, Valerie
Flournoy, Vanessa
Ford, George - **Barbados**
Franklin, John Hope
Gaines, Ernest
Gates, Jr., Henry Louis
Giddings, Paula
Gilchrist, Jan Spivey
Gilyard, Keith
Giovani, Nikki
Golden, Marita
Graham, Lorenz
Greenfield, Eloise
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Grimes, Nikki
Gunning, Monica - **Jamaica**
Guy, Rosa - **Trinidad**
Gwaltney, John Langston
Haley, Alex
Hamilton, Virginia
Hansberry, Lorraine
Hansen, Joyce
Hanson, Regina - **Jamaica**
Harris, Wilson - **Guyana**
Haskins, James
Hayden, Robert
Hearne, John - **Jamaica**
Heath, Roy A. K. - **Guyana**
Hercules, Frank E. M. - **Trinidad**
Higginbotham, Evelyn Brooks
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Higgins, Chester
Hilliard, Asa G.
Himes, Chester
Hodge, Merle - **Trinidad**
Hollaway, Karla F.C.
hooks, bell
Howard, Elizabeth Fitzgerald
Hru, Dakati
Hudson, Wade
Hudson-Willis, Cheryl
Huggins, Nathan Irvin
Hughes, Langston
Hull, Gloria T.
Humphrey, Margo
Hunter, Kristine
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Hunter-Gault, Charlayne
Hurstons, Zora Neale
Igus, Toyomi
Jackson, Jesse
James, C. L. R. - **Trinidad**
Jamison, Judith
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Johnson, Angela
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Jones, Marion Patrick - **Trinidad**
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Joseph, Lynn - **Trinidad**
Khan, Ismith - **Trinidad**
Katz, William L.
Kelly, William Melvin
Kenan, Randall
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Kincaid, Jamaica - **Antigua**
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Lloyd, Errol - **Jamaica**
Lovelace, Earl - **Trinidad**
Madgett, Naomi Long
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Pirotta, Saviour
Price, Leontyne
Quarles, Benajmin
Raboteau, Albert J.
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Rampersad, Arnold
Randall, Dudley
Reagon, Bernice Johnson
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Redford, Dorothy Spruill
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Sherlock, Sir, Philip. M. - **Jamaica**
Smalls-Hector, Irene

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Smith, Jessie Carney
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Taylor, Mildred
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Thomas, Joyce Carol
Thomas, Velma Maia
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Turenne Des Pres, Francois
Turner, Glennetta Tilley
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Anthony, Michael - Trinidad
Barrett, Lindsay - Jamaica
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*Bloom, Valerie - Jamaica
Brand, Dionne - Trinidad
Brathwaite, Edward Kamau - Barbados
Brodber, Erna - Jamaica
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Carter, Martin W - Guyana
*Cartey, Wilfred - Trinidad
Clarke, Austin - Barbados
Collymore, Frank - Barbados
Danticat, Edwidge - Haiti
Dathorne, Oscar Ronald - Guyana
Dawes, Neville - Jamaica
de Boissiere, Ralph - Trinidad
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de Lisser, Herbert George - Jamaica
Figuerola, John Josph Maria - Jamaica
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*Gunning, Monica - Jamaica
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*Hanson, Regina - Jamaica
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*Sherlock, Philip M - **Jamaica**

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Thomas, Dawn C. - **Barbados**

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Additional authors & titles:

**List of Asian American and other Asian Diaspora authors
with writing in English:**

Code:	AI	=	Asian Indian
	AIA	=	Asian Indian American
	C	=	Chinese
	CA	=	Chinese American
	F	=	Filipino
	I	=	Indochinese
	IA	=	Indochinese American
	J	=	Japanese
	JA	=	Japanese American
	K	=	Korean
	KA	=	Korean American
	HM	=	Hmong

(AIA) MuKheyee, Bharatie	(CA) Wong, Nellie
(C) Chang, Iris	((CA) Wong, Shawn
(C) Chin, Frank	(CA) Yee, Paul
(CA) Chinn, Karen	(CA) Yep Laurence
(C) Chong, Denise	(C) Ying, Pan Cai
(CA) Far, Sui S.	(CA) Young, Ed
(C) Fryson, Nance Lui	(CA) Yung, Judy
(C) Hwang, David Henry	(IA) Cao, L.
(CA) Kingston, Maxine Hong	(I) Chi, Nguyen
(CA) Lee, Guss	(I) Hayslip, Le Ly
(CA) Lee, Huy Voun	(I) Huynh, Quang Nhuong
(C) Lee, Lilian	(I) Lee, Jeanne M.
(CA) Lord, Bette Bao	(I) Tran-Khan-Tuget
(C) Louie, Ai-Long	(J/IA) Friedman, Ina R.
(C) Min, Anchee	(JA) Hamanaka, Shiela
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(C) Tong, Su	(JA) Okada, John
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(CA) Wong, Jade Snow	(JA) Okimoto, Jean D.
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(JA)	Say, Allen	(K)	Choi, Sook Nyul
(JA)	Shigekuni, Julie	(KA)	Heo, Yumi
(JA)	Takaki, Ronald	(KA)	Kim, Helen
(JA)	Takashima, Shizuye	(KA)	Lee, Maria G.
(JA)	Tsutsui, Yoriko	(KA)	Lee, Chang-Rae
(JA)	Tuchiya, Ykio	(KA)	Leong, Russell
(JA)	Uchida, Yoshiko	(HM)	Chang, Sucheng
(JA)	Uyemoto, Holly	(HM)	Hang, Ly
(JA)	Watkins, Yoko Kawashima	(HM)	Xiong, Blia
(JA)	Weston, Reiko		
(JA)	Yamada, M		
(JA)	Yamamoto, Hisaye		
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Latinos

***Books by Latinos about Latinos**
Books about Latinos
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Mindful of their unique cultural distinctions which become blurred and ignored by the term Hispanic, Latinos define themselves. They are Mexican-Americans and Chicanos, Puerto Ricans and Nuyoricans, Cubans, Dominicans, Guatematecos, Chileans, Venezuelans and others. They are the sons and daughters who have come from the more than twenty Spanish speaking countries and United States' territories in the Western hemisphere and they are the descendants of those sons and daughters.

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*Zepeda, Ofelia, Evers, Larry and Zepeda, Ofelia. (1995). (Eds). *Homeplaces: contemporary Native American writings*. Tucson, AZ: University of Arizona Press.

Additional authors & titles:

Some Native American authors and illustrators' tribal affiliations:

Adams, Howard - Metis
Alexie, Sherman. - Spokane/Coeur d'Alene
Allen, Paula Gunn - Laguna/Pueblo/Sioux.
Armstrong, Jeannette - Okanagan
Ata, Te - Chickasaw
Attla, Catherine - Koyukon
Awiakta, Marilou - Cherokee

Begay, Shonto - Navajo
Bennett, Kay - Navajo
Brant, Beth (aka - Degonwadonti) - Mohawk.
Browne, Vee. - Navajo
Bruchac, Joseph - Abenaki

Dauenhauer, Nora - Tlinglit
Deloria, Vine. - Sioux/Dakota
Dorris, Michael - Modoc
Dunn, Anne M. - Ojibwe

Fawcett, Melissa Jayne - Mohegan
Forbes, Jack - Powhatan/Delaware

Gish, Robert Franklin - Cherokee
George-Kanentiio, Douglas M. - Mohawk Iroquois
Goodbird, Edward - Hidatsa
Green, Richard G. - Mohawk

Hale, Janet Campbell - Coeur d'Alene
Harjo, Joy - Muscogee Creek

Johnson, Basil H. - Ojibway

Lacapa, Michael - Apache Hopi
Lacapa, Kathleen - Mohawk
Lacapa, Michael - Apache Hopi
Littlechild, George - Cree

McClellan, Joe - Nez Perce
McNickle, D'Arcy - Cree
Momaday, N. Scott - Kiowa
Moroney, Lynn - Chickasaw
Montejo, Victor - Maya

Northrop, Jim - Chippewa Anishinaabe

Ortiz, Simon - Acoma Pueblo

Plain, Ferguson - Chippewa

Reid, Bill - Haida

Ross, Gayle - Cherokee

Rose, Wendy - Hopi Miwok

Savageau, Cheryl - Abenaki

Sekaquaptewa, Eugene - Hopi

Scribe, Murdo - Ogibwe

Silko, Leslie Marmon - Laguna Pueblo

Sneve, Virginia Driving Hawk - Lakota Sioux

Smith, Ray - Cree

Swentzell, Rina - Pueblo

Talashoema, Hershel - Hopi

C.J. Taylor

Tawa, Mana and Youyouseyah - Hopi-Tewa

Trafzer-Smith, Lee - Maidu

Velarde, Pablita - Santa Clara Pueblo

Vizenor, Gerald - Chippewa

Walters, Anna Lee - Pawnee/Otoe

Welch, James - Blackfeet

Wheeler, Bernelda - Metis

Whitethorne, Naja - Baje Navajo

Whitestone, Dean - Cree

Zepeda, Ofelia - Tohono O'odham (Papago)

Multiethnic / Multicultural Literature References and Analyses

Selected annotated bibliography

prepared by
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 Oakland University
 Rochester, Michigan 48309

The African-American Experience. (1993). Orlando, FL: Harcourt Brace Jovanovich, Inc.
 (This guide supports infusing multicultural literacy into the classroom curriculum. The three distinct bibliographies are: (1) books for parents and teachers, (2) resources in multicultural education, and (3) award winning and notable books for children. The indexes are of authors and illustrators, and titles.)

Bruchac, J., Witalec, J. & Malinowski, S. (1995). *Smoke rising*. Detroit: Visible Ink.
 (This volume is a companion to literature in that it profiles 34 Native North American writers and lists their works. Those writers are: Sherman Alexie, Paula Gunn Allen, Jeanette Armstrong, Beth Brant, Mary Brave Bird, Barney Busti, Maria Campbell, Evelyn Cook-Lynn, Vine Deloria, Jr., Michael Dorris, Louise Erdrich, Hanay Gecogamah, Diane Glancey, Janet Campbell-Hale, Joy Harjo, Lance Henson, Tom Highway, Linda Hogan, Basil H. Johnson, Maurice Kenny, Thomas King, Lee Maracle, John Joseph Mathews, D'Arcy McNickee, N. Scott Momaday, Daniel David Moses, Duane Niatum, Simon Ortiz, Louis Owens, Carter Revard, Wendy Rose, Leslie Marmon Silko, Lucy Tapahonso, Gerald Vizenor, Anna Lee Walters, James Welch, and Roberta Hill Whitemas.

Cummings, P. (1995). *Talking with the artists: V.2*. New York: Simon and Schuster.
 (Artists share their reasons, styles and choice of mediums for the art they do for children's literature.)

Edmonds, L. (1986). The treatment of race in picture books for young children. *Book Research Quarterly*. 2 (3) 30-41.
 (This book deals with how minority and majority characters are portrayed in children's books. Although the publishing trend of the 1960s and 1970s slightly increased the number of books featuring minority characters, during the 1980s there was a marked decrease. The author concludes by challenging mainstream publishers to present pluralistic images to young children.)

Fox, N. (1993). Politics and literature: Chasing the "isms" from children's books. *The Reading Teacher*, 46, (8), 654-658.

(Fox confronts her white identity to illustrate how her childhood and adult encounters with text reflect politics, values and supremacy propaganda.)

Francis, Lee & Bruchac, James. (Eds.). (1996). *Reclaiming the vision: past, present, and future - Native Voices for the eighth generation*. Greenfield Center, NY: Greenfield Review Press.

This reference joins together classical and up-and-coming Native American writers. It reflects a concerted effort to keep a legacy thriving for those who love literature

Gillespie, C. S., Powell, J. L., Clements, N. E., & Swearingen, R.A. (1994). A look at the Newbery medal books from a multicultural perspective. *The Reading Teacher*, 48, (1), 40-50.

(An investigation of 73 Newbery Medal books books (1922-1994) to identify ethnicity of characters revealed that White Anglo-Saxons are main, minor, or mentioned characters in 90% of the books. The authors discuss implications of their total findings and the use of the Newbery Award books in multicultural literature programs.)

Harris, V. J. (Ed.). (1997). *Using multiethnic literature in the K-8 classroom*. Norwood, MA: Christopher Gordon Publishers.

(This work explores issues related to the publication and dissemination of multiethnic literature for children. It is a valuable resource for teachers, parents, and others who seek enjoyment in sharing literature with children.)

Harris, V. J. (1993). *Teaching multicultural literature in grades K-8*. Norwood, MA: Christopher Gordon Publishers, Inc.

(Harris provides lists of titles along with culturally responsive classroom strategies for using multicultural literature across the curriculum.)

Hirschfelder, A. B. & M. Kreipe de Montano. (1993). *The Native American almanac: a portrait of Native America today*. New York: Prentice Hall.

(This source emphasizes Native American experiences, achievements and points of view. The significant contents for this portrait discuss: the historical relationships between Native Americans and Whites in the U.S., Native Americans today, Supreme Court decisions, the Bureau of Indian Affairs and health services, tribal governments, languages, education, religion, games and sports, film and video arts employment, and military service.)

Hirschfelder, A. B. (1982). *American Indian stereotypes in the world of children: a reader and bibliography*. Metuchen, NJ: The Scarecrow Press, Inc.

(This source, sometimes hard to locate, is worth the extra effort. The book contains essays, commentaries, and references which refute colonialist justifications, confront racist distortions, and attack marketed stereotypes.)

North American Native Authors Catalog.

(A yearly catalog featuring hundred of works by North American Native authors which is available from The Greenfield Press, 2 Middle Grove Road, P.O. Box 308, Greenfield Center, New York 12833, phone 518-583-1440, FAX: (518) 583-9741. WEB: <http://nativeauthors.com>)

Ramirez Jr., Gonzalo & Ramirez, Jan Lee (1994). *Multiethnic children's literature*. New York: Delmar Publishers.

(According to the authors, their annotated bibliographies for grades K-8 are "books for or about African Americans, Latinos, Asian Americans, and Native Americans." Grade levels are suggested for each book. This resource also contains an informative overview, book selection guidelines, and activities.)

Ruoff, A. Lavonne Brown. (1991). *Literatures of the American Indian*. New York: Chelsea House Publishers.

(This book interprets literature as both oral and written works. It emphasizes the significance of American literature prior to writings in English, writings in English 1772-1967, and a literary renaissance beginning in 1968 to the present.)

Sawyer, W. E. & Comer, D. E. (1996, 1991). *Growing up with literature, Second edition*. Albany, NY: Delmar Publishers.

(The extensive collection of book titles and numerous hands on activities makes this reference a good one for early childhood educational programs. The thematic integrated approaches to using literature enhance the range of possibilities for children to have experiences with books.)

Sims, R. (1982). *Shadow & substance: Afro-American experience in contemporary children's fiction*. Urbana, IL: National Council of Teachers of English.

(Sims' literacy analysis categories: *social conscience*, *melting pot* and *culturally conscience* retain relevance for readers seeking to understand about story characters and events as object of another's thoughts and observations compared to characters and events perceived as subjects of one's thoughts and observations.)

Sullivan, Charles. (Ed.). (1994). *Here is my kingdom: Hispanic-American literature and art for young people*. New York: Harry Abrams, Incorporated - A Times Mirror Company.

(Louis Cancel's forward to these collective works states, "... that you are only skimming the surface of a rich literary and historical tradition ..." of the thousands of other Latino artists whose visions await discovery. He reminds readers to not be confused by the "manageable" Hispanic label because Latinos see each other as Puerto Rican, Cubans, Mexican Americans, Nuyoricans, Chicanos, Guatematecos, to name a few. Many diverse cultural groups reflect the Latinos in the United States.)

Thomas, Rebecca L. (1996). *Connecting cultures: a guide to multicultural literature for children*. New Providence, NJ: R. R. Bowker.

(Includes 1,637 fiction, folktale, poetry, and songs books suitable for use with preschoolers through children in sixth grade. The book is organized into sections: (1) Annotated Bibliography, (2) Subject Access, (3) Title Index, (4) Illustrator Index, (5) Culture Index, (6) Use Level Index.)

Valade III, R. M. (1996). *The essential Black literature guide*. Detroit: Visible Ink. (A guide to over 450 authors which reflects the depth and diversity of Black literature, this resource presents authors from the United States, Africa, the West Indies and Europe, spanning more than 200 years of literary excellence.)

Velie, A. (Ed.). (1998). *Native America perspective on literature and history*. Norman, OK: University of Oklahoma Press.

(A collection of articles devoted to American Indian perspectives by both tribal members and non Indians, examine how identity influences the way Indians construct narratives in fiction and history.)

Willis, A. (1998). *Teaching multicultural literature in grades 9-12: moving beyond the canon*. Norwood, MA: Christopher Gordon.

Contributors to this guide include experts in the field of children's literature who offer a unique blend of race and culture along with other issues such as gender, religion, age, regional differences, and class. Instructional strategies for using literature in the secondary classroom are also provided.

Zarrillo, James. (1994). *Multicultural literature, multicultural teaching: units for the elementary grades*. Orlando, FL: Harcourt Brace College Publishers.

(Zarillo's book lists tend to promote majority authors who write about "other" ethnic / cultural characters, even though the book lists contain numerous authentic voices. The literature approach, in this otherwise practical resource, emphasizes author, genre, thematic, and cross curricular units.)

Voices

Whose voice is telling the story?

AUTHENTIC

diamonds

OBSERVERS

REALISTIC

zircon

(appear real and will,
suffice but they are not real)

- Objectify
- Marginalize
- Impersonalize
- Minimize

Sources that sell multiethnic/multicultural books

Teachers, parents and librarians frequently must search beyond the local book stores and libraries to find a diverse collection of books for their needs. Here are a few sources to get your list started

Africa World Press
11-D Princess Road
Lawrenceville, NJ 08648
Phone: 609-844-9583

African American Images
1909 West 95th Street
Chicago, Illinois 60643
Phone: 773-445-0322

Black Butterfly/Writers & Readers
Box 461, Village Station
New York, NY 10014
Phone: 212-982-3158

Books for our Children
P.O. Box 1347
Venice, CA 90291
Customer Service:
(310) 390-4907
FAX: (310) 398-5343

Charill Publishers
4468 San Francisco Avenue
P. O. Box 150124
St. Louis, MO 63115
Phone: 314-882-4998

Children's Book Press
246 First Street, Suite 101
San Francisco, CA 94105
(415) 995-2200
FAX: (415) 995-2222

Creative Press Works
P. O. Box 280556
Memphis, TN 38128
Phone: 901-382-8246

Desmond A. Reid Enterprise/Theo Gaus, Ltd.
P.O. Box 1168
Brooklyn, NY 11202
Phone: 718-625-4651

Black Classic Press

P.O. Box 13414
4701 Mount Hope
Baltimore, MD 21203

Eschar Publications
P.O. Box 1196
Waynesboro, VA 22980
Phone: 540-942-3650

Gumbs & Thomas
142 West 72nd Street
Suite 9
New York, New York 10023
Phone: 212-769-8022

Just Us Books
356 Glenwood Avenue
3rd Floor
East Orange, NJ 07017
Phone: 201-672-7701

Multi-Media Education
19363 Livernois
P.O. Box 21429
Detroit, MI
Phone (313) 342-1261
1-800-342-1261
FAX: (313) 342-0188

New Day Press - Karamu House
2355 East 89th Street
Cleveland, Ohio 44106
Phone: 973-676-4345

Sister Vision Educational Press
P. O. Box 217,
Station E
Toronto, Ontario
M6H 4E2 Canada
Phone: 416-533-9353

The Great Crate Book Company
1000 North Second Avenue
P.O. Box 500
Logan, IA 51546-1099
1-800-543-2745
FAX: (712) 644-2392

Third World Press
P.O. Box 19730
7822 South Dobson Avenue
Chicago, Illinois 60619
Phone: 773-651-0700

Warren-Mattox Publications
3817 San Pablo Dam Road. #336
El Sobrante, CA 94803
Phone: 510-223-7089

Winston-Derek Publishers
P.O. Box 90883
Nashville, TN 37209
Phone: 615-321-0535

A Never Ending . . . Never Done . . .

Bibliography of Multicultural Literature for Younger & Older Children

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Address _____
City _____ State _____ Zip _____
Number of Copies _____ @ \$15.00 each TOTAL: _____

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No Credit Cards or Purchase Orders please

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Oakland University
Department of Reading and Language Arts
472 O'Dowd Hall
Rochester, MI 48309-4494

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